

Welcome! As you join...

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



How do you know if students are working on grade-level assignments? What do you look for? Where might you have blind spots?

LIVE
RECORDING

Introductions



Liz Melia
Partner



Nimisha Thakore
Director



Nadia Nibbs
Senior Manager



Senia Selman
Manager

OPPORTUNITY

OF A LIFETIME



NT

Grade-Level Assignments

CSI Cohort Session 2

YOU WILL NEED:

1. Note-catcher (link in chat)
2. Workbook (linked in notecatcher)
3. Pre-work (linked in notecatcher)

December 15, 2021

Today, we will...



internalize the critical role of grade-level assignments in advancing equity for all students



practice analyzing assignments for quality and rigor using a transferable tool



generate an action plan to collect assignments and student work to audit for grade-level rigor

All students tended to succeed on grade-level work, but many students of color were denied any opportunity to even try it.

Success rates on grade-level work were similar...

56%

Success rates on all grade-level assignments from classrooms with mostly students of color

65%

Success rates on all grade-level assignments from classrooms with mostly white students

...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.

38%

Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color

12%

Percent of classrooms that had no grade-level assignments in classrooms with mostly white students



KEY POINT:
Access to grade-level assignments is a necessary prerequisite for learning acceleration.

Looking ahead...

NT



Agenda

NT

20 **Opening**

30 ELA & Math Protocols

5 BREAK

30 Assignment Review Practice

20 Application for Our Schools

10 Closing



**How do you know if students are working on grade-level assignments? What do you look for?
Where might you have blind spots?**

Discuss in breakout groups.

Let's try an exercise...

NT

4th Grade ELA

Why Does the Moon Orbit Earth?

Cross-Curricular Focus: Earth Science

The moon orbits Earth. When it orbits, it travels in a circle around Earth. There is a force between Earth and the moon called gravity. Because of gravity, larger objects pull smaller ones toward them. Earth is larger than the moon, so Earth pulls on the moon. At the same time, Earth is being pulled by the sun. The sun is larger than Earth. The balance between those two "pulls" is what keeps the moon in orbit around Earth.

People say the moon shines. However, the moon does not actually have any light of its own. What we see as its light is really the sun's light reflecting off of the moon. As the moon orbits Earth, Earth orbits the sun. We see different amounts of light on the moon depending on its **position**. We call the changes in the moon's appearance **Lunar phases**. From one new moon to the next new moon is one complete lunar cycle.

It takes the moon between 27 and 28 days to complete an orbit around Earth. The moon's orbit is measured from one new moon to the next new moon. It starts in the west and moves toward the east. To complete one full orbit, the moon travels about 1,423,000 miles. The moon travels very fast. It moves at 2,288 miles per hour.

70

Name: [redacted] 9/18/18

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What two **spheres** are being pulled by the force of gravity?
Gravity Pulls the the force toward them.

2) Why does Earth pull on the moon instead of the other way around?
1/2 + pulls the moon because the balance between those two pulls is what keeps the moon in orbit.

3) What's really happening when the moon is said to shine?
When the moon is said to shine is that the light is really the sun's light reflecting off the moon.

4) Which moves faster, your family car or the moon?
I think the moon is very fast than the car because the moon travels about 2,288 miles per hour.

5) Name one new thing that you learned about the moon or its orbit. What I learned about the moon and orbit is that when it orbits, it travels in a circle around earth.

4th Grade Math

Use the greater than, less than, or equal to symbol to compare.

Compare 342,006 \geq 94,983

Compare 7 thousands 5 hundreds 8 tens \leq 6 ten thousands 5 hundreds 8 ones
 7,580 60,508

Compare 9 hundred thousands 8 thousands 9 hundreds 3 tens \geq 807,820
 908,930

For the weekend basketball playoffs, a total of 61,941 tickets were sold. 29,855 tickets were sold for Saturday's games. The rest of the tickets were sold for Sunday's games. How many tickets were sold for Sunday's games?

TH	H	T	O
6	1	9	4
1	0	0	0
2	9	8	5
3	2	0	8

29,855 H=32,086

32,086 tickets were sold on Sunday

A company has 3 locations with 70,010 employees altogether. The first location has 34,857 employees. The second location has 17,595 employees. How many employees work in the third location?

TH	H	T	O
7	0	0	1
3	4	8	5
1	7	5	9
5	2	9	5

34,857 17,595 x=

Are these assignments grade-level?

NT



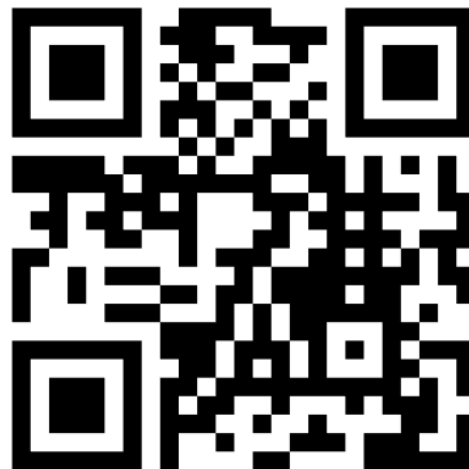
Are these ELA and Math assignments appropriate for 4th grade?

- ☐ ELA: Yes, this assignment is grade-appropriate.
- ☐ ELA: No, this assignment is not grade-appropriate.
- ☐ MATH: Yes, this assignment is grade-appropriate.
- ☐ MATH: No, this is assignment is not grade-appropriate.

Submit

Go to www.menti.com and enter the code **6698 0723**

OR use this QR code:



Agenda

LM

20 Opening

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ELA Stay in this room.

ELA Assignment Review Protocol

This ELA Assignment Review Protocol is adapted from TNTP's ELA Assignment Protocol and intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?"

A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?	Does this assignment provide meaningful practice opportunities for this content area and grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	Only if students have completed the task: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

A. CONTENT: Does this assignment align with expectations defined by grade-level standards, including high-quality text and text-based questions?

A1. Is this assignment based on one or more texts?	Yes	No
A2. If YES, are the texts high-quality and grade-appropriate?	Yes	No
<ul style="list-style-type: none"> Is the <u>Lexile level</u> appropriate for the <u>grade level</u>? Is the text appropriately qualitatively complex for the grade? (<u>Informational</u>; <u>Literary</u>) Is the text authentic and/or published? Does the text build content and/or cultural knowledge? Is it worth reading closely? 	Evidence:	
A3. What <u>grade-level standard(s)</u> does the assignment focus on?	Standard(s):	
A4. Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?	Yes	No
<ul style="list-style-type: none"> Does the assignment align closely to expectations articulated by grade-level standards, focusing students on the words and ideas in the text that matter most? Does the assignment focus on students' <u>comprehension</u> of the central ideas and key details in the text? 	Evidence:	

Math Join the breakout.

Math Assignment Review Protocol

This Math Assignment Review Protocol is adapted from TNTP's Math Assignment Protocol and intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?"

A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards?	Does this assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	Only if students have completed the task: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

A. CONTENT: Does this assignment align with the expectations defined by grade-level standards?

A1. What <u>grade-level standard(s)</u> does the assignment focus on?	Standard(s):	
A2. Do all questions and/or tasks reach the <u>depth</u> of grade-level standard(s)?	Yes	No
<ul style="list-style-type: none">• Focus: Does the assignment allow students to focus, avoiding over-scaffolding or emphasis on too many skills?• Coherence: When multiple standards are addressed, is there a coherent connection to the same topic in a previous grade or another grade-level topic or cluster?• Rigor: Does the task allow all students to demonstrate procedural skill and fluency, conceptual understanding, and/or application to real-world situations to the depth indicated by the standard(s)?	Evidence:	

A. CONTENT RATING:

Overall, to what extent does the assignment align with the expectations defined by grade-level standards?

0 - No Alignment Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2).	1 - Minimal Alignment More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2).	2 - Sufficient Alignment All the questions on the assignment reach the depth of the targeted standard(s) (A2).
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Notecatcher



ELA Assignment Review Protocol



4th Grade ELA Assignment

Orienting to the tool

ELA

A. CONTENT

Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?

B. PRACTICES

Does this assignment provide meaningful practice opportunities for this content area and grade level?

C. RELEVANCE

Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

D. PERFORMANCE

Only if students have completed the task: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

- ✓ Helps answer the question, “Does this task give students the opportunity to *meaningfully engage* in *worthwhile grade-level content*?”
- ✓ Three main components worth 2 points each (6 points total):
 - A. CONTENT:** *what* students are working on
 - B. PRACTICES:** *how* students engage with the “what”
 - C. RELEVANCE:** *why* the work matters beyond the lesson/class
- ✓ **4 out of 6 points** = considered grade-level appropriate

Content: WHAT students are working on ELA

A. CONTENT RATING:		
Overall, to what extent does the assignment align with the expectations defined by grade-level standards?		
0 - No Alignment The assignment is not based on a high-quality, grade-appropriate text (A2).	1 - Minimal Alignment The assignment is based on a high-quality, grade-appropriate text (A2) but does not contain questions that reach depth of the standard(s) (A4).	2 - Sufficient Alignment The assignment is based on a high-quality, grade-appropriate text (A2) and contains questions that reach the depth of the standard(s) (A4).

- ✓ **TEXT:** Anchored in a high-quality, grade-level text
 - **High-quality:** authentic, published, worth reading & re-reading
 - **Grade-level:** based on Lexile & qualitative measures
- ✓ **STANDARDS:** Aligned to Nebraska ELA standards
 - Aimed at deepening students' comprehension of the **text**

Content: WHAT students are working on ELA

A. CONTENT: Does this assignment align with expectations defined by grade-level standards, including high-quality text and text-based questions?		
A1. Is this assignment based on one or more texts?	Yes	No
	Title(s): Why Does the Moon Orbit Earth?	
A2. If YES, are the texts high-quality and grade-appropriate? <ul style="list-style-type: none">Is the <u>Lexile level</u> appropriate for the <u>grade level</u>?Is the text appropriately qualitatively complex for the grade? (<u>Informational</u>; <u>Literary</u>)Is the text authentic and/or published?Does the text build content and/or cultural knowledge? Is it worth reading closely?	Yes	No
	Evidence: <ul style="list-style-type: none">Lexile Measure: 600-700L<ul style="list-style-type: none">Grades 4-5 Lexile: 770-980LSource material (https://www.k12reader.com/worksheet/why-does-the-moon-orbit-earth/) indicates Lexile is 730L and appropriate for 3rd gradeQualitative complexity: low. Straightforward organization, no graphics. Explicit & literal.Some knowledge demands, including domain-specific vocabulary but not necessarily worth of closely re-reading	
A3. What <u>grade-level standard(s)</u> does the assignment focus on?	Standard(s): <ul style="list-style-type: none">LA.4.RI.1 Determine the central idea of an informational text and how it is conveyed through key detailsLA.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.LA.4.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	

A4. Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?

- Does the assignment align closely to expectations articulated by grade-level standards, focusing students on the words and ideas in the text that matter most?
- Does the assignment focus on students' comprehension of the central ideas and key details in the text?

Yes	No
Evidence: <ul style="list-style-type: none"> Text is below grade-level, so the task cannot reach grade-level depth (LA.4.RI.8) Questions do not require referring to the text or using text evidence (LA.4.RI.1) Questions do not require analyzing scientific concepts, merely identifying them (LA.4.RI.2) 	

A. CONTENT RATING: Overall, to what extent does the assignment align with the expectations defined by grade-level standards?		
0 - No Alignment The assignment is not based on a high-quality, grade-appropriate text (A2).	1 - Minimal Alignment The assignment is based on a high-quality, grade-appropriate text (A2) but does not contain questions that reach depth of the standard(s) (A4).	2 - Sufficient Alignment The assignment is based on a high-quality, grade-appropriate text (A2) and contains questions that reach the depth of the standard(s) (A4).

Practices: HOW students engage with the what ELA

B. PRACTICE RATING

Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?

0 - No Opportunity

The assignment does not integrate standards (B1) and does not require students to use what they learn from the text (B2).

1 - Minimal Opportunity

Either the assignment does not integrate standards (B1) or it does not require students to use what they learn from the text (B2).

2 - Sufficient Opportunity

The assignment both integrates standards (B1) and requires students to use what they learned from the text (B2).

- ✓ **DEPTH:** Reaches *depth* of Nebraska ELA standards
- ✓ **APPLICATION:** Requires students to use the text
 - Reveals whether students comprehend the text
 - Text-dependent questions/tasks

Practices: HOW students engage with the what ELA

B. LITERACY PRACTICES: Does this assignment provide meaningful practice opportunities for this content area and grade level?		
B1. Does the assignment integrate <u>more than one</u> grade-level reading, writing and/or speaking and listening standard <u>in service of comprehension</u>? <ul style="list-style-type: none"> Does the assignment focus on standards at the <u>intended level of depth</u>? 	Yes	No
	Evidence: <ul style="list-style-type: none"> Does included multiple standards but does not focus on standards at the intended level of depth 	
B2. Does the assignment require students to use what they learned from the text to support their ideas in a grade-appropriate way? <ul style="list-style-type: none"> Are students prompted or expected to use details and/or evidence from the text in service of comprehending key ideas in the text? Are the majority of questions text-dependent and/or text-specific, requiring students to read closely and/or go back to the text? Is the expectation for evidence grade-appropriate as defined by the standards? 	Yes	No
	Evidence: <ul style="list-style-type: none"> Instructions do indicate to "go back to the passage" but questions do not require "citing relevant and thorough text evidence" as indicated by the standards <ul style="list-style-type: none"> From standards - <i>Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</i> Task doesn't give students the opportunity "support their ideas"; questions are mostly recall of details from the text 	

B. PRACTICE RATING		
Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?		
0 - No Opportunity The assignment does not integrate standards (B1) <u>and</u> does not require students to use what they learn from the text (B2).	1 - Minimal Opportunity Either the assignment does not integrate standards (B1) <u>or</u> it does not require students to use what they learn from the text (B2).	2 - Sufficient Opportunity The assignment both integrates standards (B1) <u>and</u> requires students to use what they learned from the text (B2).

Relevance: WHY the work matters

ELA

RELEVANCE RATING		
Overall, to what extent does the assignment give students an opportunity to connect standards to real-world issues and/or contexts?		
0 - No Opportunity The assignment does not build grade-appropriate knowledge (C1), does not give students a chance to use their voice (C2), and does not connect to real-world issues (C3).	1 - Minimal Opportunity The assignment builds grade-appropriate knowledge (C1), but does not give students a chance to use their voice (C2) and does not connect to real-world issues (C3).	2 - Sufficient Opportunity The assignment builds grade-appropriate knowledge (C1), gives students a chance to use their voice (C2), <u>and/or</u> connects to real-world issues/contexts (C3).

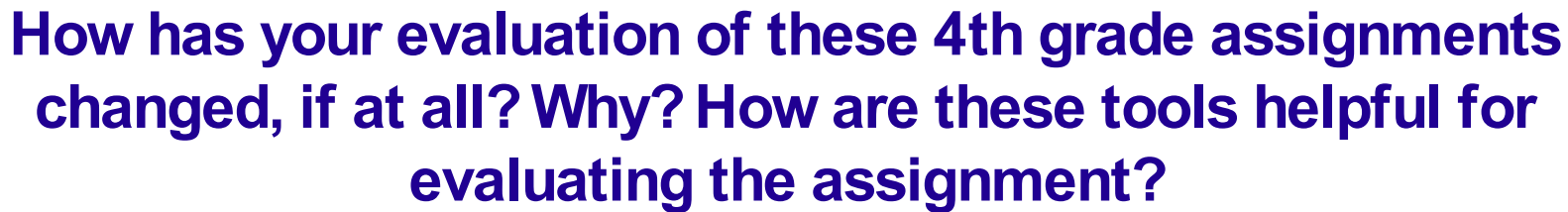
- ✓ **CONNECTIONS:** Builds knowledge of other content and/or concepts
 - Non-fiction texts build content knowledge (history, science, etc.)
 - Fictional texts build conceptual knowledge (themes, morals, etc.)
- ✓ **STUDENT VOICE:** Allows students to develop & defend a point of view
 - In writing or in speaking
 - Responses don't all look the same

Relevance: WHY the work matters

ELA

C. RELEVANCE: Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
C1. Does the assignment build grade-appropriate content and/or cultural knowledge? <ul style="list-style-type: none"> Do non-fiction texts build knowledge related to social studies, science and/or the arts? Do fiction texts build knowledge and/or introduce themes or morals that are nuanced and worthy of analysis? 	Yes	No
	Evidence: <ul style="list-style-type: none"> Develops scientific knowledge of the moon orbiting earth (gravitational force included in NE 5th grade science standards) 	
C2. Does the assignment give students a chance to share and defend their thinking when speaking or writing about content? <ul style="list-style-type: none"> Do students have an opportunity to develop a claim and defend their thinking? Does the assignment provide opportunity for students to share their developing thinking, or are all student responses likely to look the same? 	Yes	No
	Evidence: <ul style="list-style-type: none"> Students do not develop a claim in response to any open-ended questions Answers to all questions are likely to look the same 	
C3. Does the assignment connect academic standards to real-world issues or concepts? <ul style="list-style-type: none"> Do students have an opportunity to connect the content of the lesson to current events, important disciplinary topics or debates, their own lives and/or the world around them? 	Yes	No
	Evidence: <ul style="list-style-type: none"> One question refers to a real-world comparison, but it only asks students to identify an example directly from the text (not an authentic connection to real-world issues/concepts) Missed opportunity for students to make connections to real-work concepts 	

RELEVANCE RATING		
Overall, to what extent does the assignment give students an opportunity to connect standards to real-world issues and/or contexts?		
0 - No Opportunity The assignment does not build grade-appropriate knowledge (C1), does not give students a chance to use their voice (C2), and does not connect to real-world issues (C3).	1 - Minimal Opportunity The assignment builds grade-appropriate knowledge (C1), but does not give students a chance to use their voice (C2) and does not connect to real-world issues (C3).	2 - Sufficient Opportunity The assignment builds grade-appropriate knowledge (C1), gives students a chance to use their voice (C2), <u>and/or</u> connects to real-world issues/contexts (C3).



Compare 7 hundreds 8 tens < 6 ten thousands 5 hundreds 8 ones
7580 60508

Compare 9 hundred thousands 8 thousands 9 hundreds 3 tens > 807,200
908,930

For the weekend basketball playoffs, a total of 61,941 tickets were sold. 29,855 tickets were sold for Saturday's games. The rest of the tickets were sold for Sunday's games.

Handwritten work:

61,941
- 29,855
= 32,086

32,086 tickets were sold on Sunday.

A company has 3 locations with 70,010 employees altogether. The first location has 34,857 employees. The second location has 17,595 employees. How many employees work in the third location?

Handwritten work:

70,010
- 34,857
- 17,595
= 27,558

Please return by 11:00 am

LM



Today, we will...



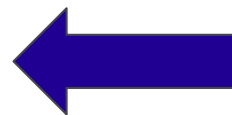
internalize the critical role of grade-level assignments in advancing equity for all students



practice analyzing assignments for quality and rigor using a transferable tool



generate an action plan to collect assignments and student work to audit for grade-level rigor





Select ONE assignment to review as a group.

There is 1 ELA and 1 Math assignment per division:

ELA: 2nd Grade, 8th Grade, 11th Grade

Math: 5th Grade, 6th Grade, 11th Grade



How did these tools push you to look at the assignments differently than you might have otherwise?

What was challenging about this process?

What was eye-opening about this process?

Today, we will...

NN



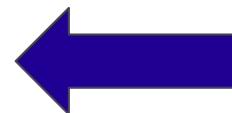
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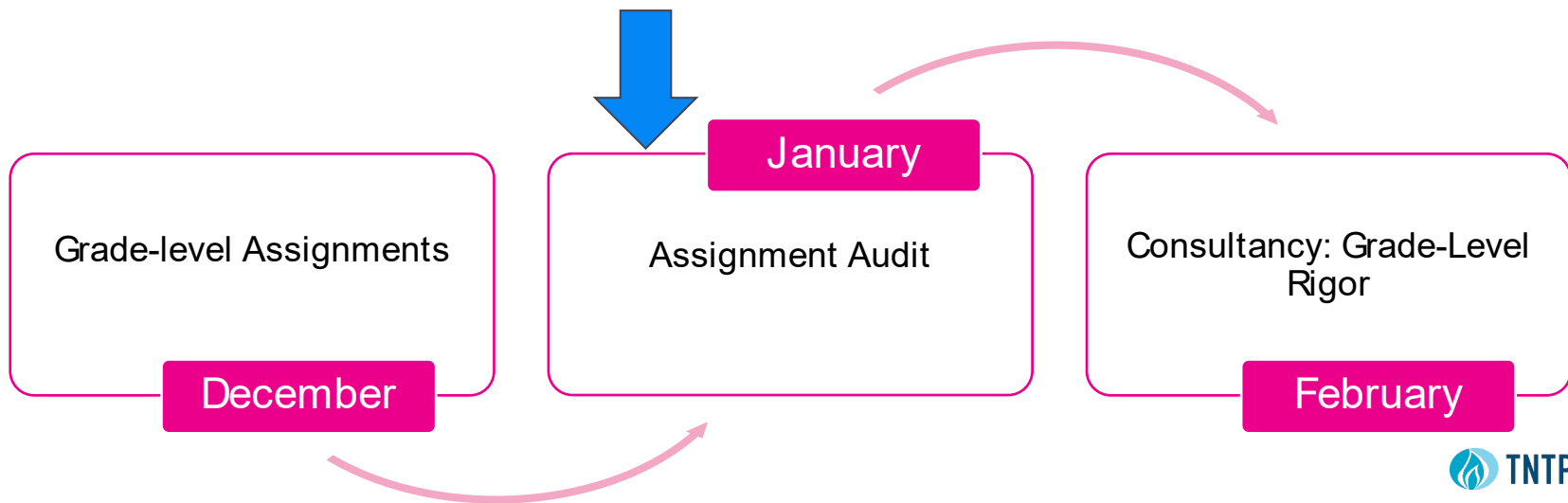
generate an action plan to collect assignments and student work to audit for grade-level rigor



Looking ahead...

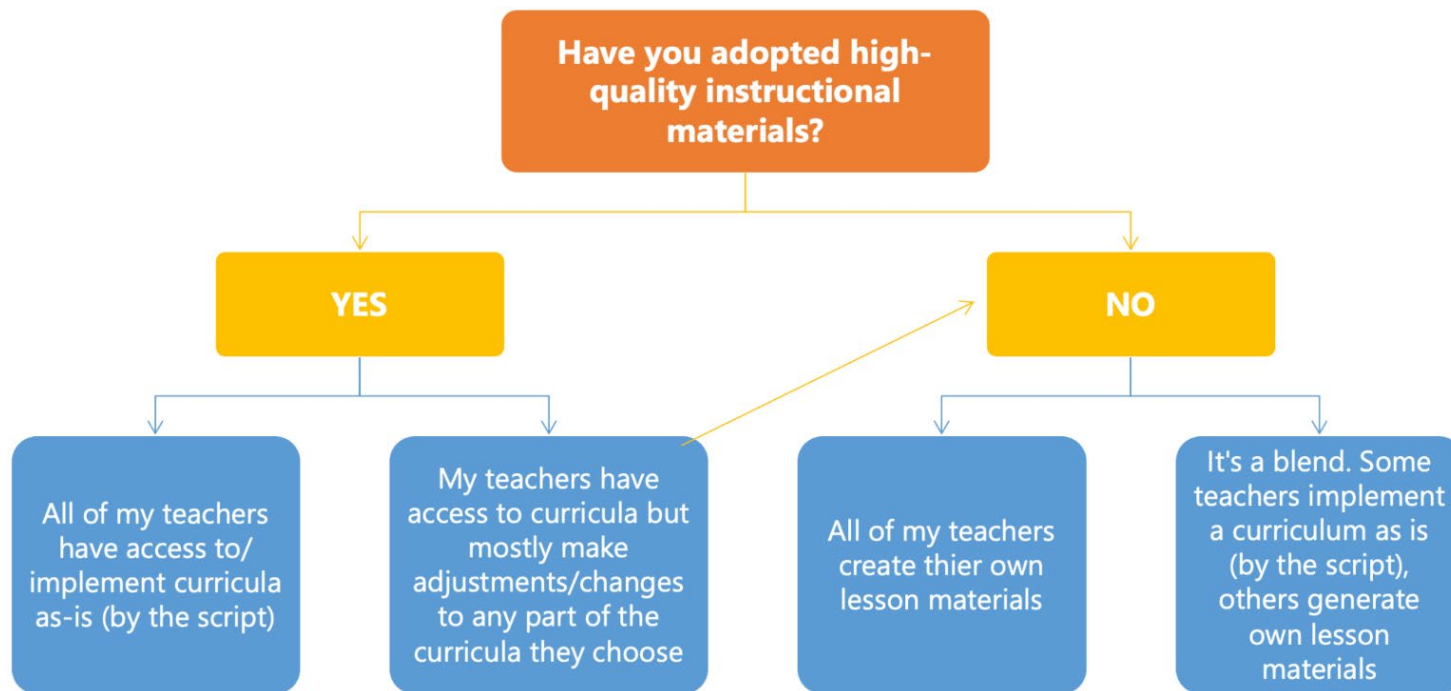
NN

- In January, you will collect assignments completed by students to gain information about the grade-level rigor students are engaging in.
- Collecting work samples is not a one-size-fits-all approach. ***Today, there's time set aside time to do some planning as a community!***



Identify your curricular context

NN



What is your curricular context?

What unique challenges might present themselves as you prepare to approach your staff about collecting student work?

Action planning (15 minutes)

We recommend letting teachers know about the assignment collection process prior to actually gathering the work for the audit in January.

Step 1: Craft communication

Consider framing that:

- Creates a feeling of safety.
- States what you need, why you need it, and when you need it by.
- Uses positive framing.

Step 2: Make your plan

- Which content areas will I collect assignments from? (*Consider priority courses & improvement goals*)
- How will I communicate to the teachers of those content areas? (*Email? In person?*)
- How will I collect assignments and student work? (*Snap photos? Ask for copies? Collect and make my own copies?*)
- Will I need to tailor my message for anyone specific?
- When will I collect assignments? (*Week of X? During observations week of Y?*) Set a deadline.



Craft key points for communicating to teachers and draft an action plan to collect assignments and student work.

Respond in tab 3. *Grade-level Assignments* of our CSI Cohort Workbook.

Be prepared to share your plan in breakout groups!

Time to share! (6 minutes)

NN

Share your communication key points & action plan with a partner for feedback.



Agenda

NT

- 20 Opening
- 35 ELA & Math Protocols
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- 10 Closing**



Reflect: What's sticking with you as you leave today's community of practice?

Share your responses in the chat or come off mute!.

OPPORTUNITY OF A LIFETIME



Prewrite for January: 1) Collect at least **5** different assignments for at least **ONE** priority course/grade. 2) For each assignment, collect at least **3** student work samples (minimum 15 samples).

Before you leave: Please complete this [session survey](#). We appreciate your feedback to help us continuously improve!

Thank you